

Department of Social Work

FIELD EDUCATION MANUAL

Updated August 2025

Department of Social Work

Contents

Field Education Manual.....	1
Purpose of the Field Education Manual.....	6
Social Work Program Websites.....	6
Field Education Overview.....	6
Social Work Competencies.....	7
Competency 1: Demonstrate Ethical and Professional Behavior.....	7
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice.....	8
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (A DEI) in Practice.....	9
Competency 4: Engage in Practice-Informed Research and Research-Informed Practice.....	10
Competency 5: Engage in Policy Practice.....	11
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.....	11
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities.....	12
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities.....	13
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.....	13
Field Education Curriculum.....	14
BSSW Field Education Curriculum.....	14
MSW Generalist Field Education Curriculum.....	15
MSW Advanced Generalist Field Education Curriculum.....	15

Department of Social Work

Field Education Roles and Responsibilities	16
Field Education Student	16
Department of Social Work	17
Director of Field Education	17
Field Placement Coordinator	18
Field Placement Assistant	18
Faculty Field Liaison	18
Field Education Seminar Professor	19
Field Education Agency	20
Field Instructor/Supervisor	20
External Field Instructor	21
Task Supervisor	22
Field Education Agency and Field Instructor Selection Procedure	22
Selection of Field Education Agencies	23
Selection of Field Instructors	24
Training of Field Instructors/Task Supervisors	25
Field Education Student Application Procedures and Expectations	25
Criteria for Admission to Field Education	26
Pre-Field Orientation	26
Pre-Field Application	27
Field Education Tracking System	27
Resume	28
Family Educational Rights and Privacy Act (FERPA) Form	28
Placement Coordinator Meeting	28

Department of Social Work

Field Education Agency Interview(s).....	30
Field Education at Current Employer	31
Background Check.....	32
Course Registration	33
Pre-Field Timeline and Deadlines	33
Requirements and Expectations During Field Education.....	34
Start and End Dates of Field Education	34
Field Education Time Requirements and Time Logs.....	34
Field Education Supervision Requirements	36
Student Learning Plan.....	36
Faculty Field Liaison Meeting.....	38
Midterm and Final Evaluations.....	38
Performance Issues	39
Field Education Seminar	41
Premature Termination of Field Education.....	41
Student Evaluations of Agency and Field Instructor/Task Supervisor.....	44
Field Education Timeline and Deadlines	45
Field Education Policies and Procedures	45
Policy on Sharing Personal Information	45
Student Safety in Field Education	46
Personal Use of Vehicle.....	48
Professional Liability Insurance.....	48
Sexual Harassment.....	48
Reporting of Sexual Violence.....	50

Department of Social Work

Student Self-Care..... 50

Policy on Non-Discrimination 51

Accommodations in Field Education 51

Student Appeal Procedure 51

Department of Social Work

Purpose of the Field Education Manual

The purpose of the Field Education Manual is to provide social work students, field instructors, field liaisons, task supervisors, and others who are involved in field education with policies, procedures, and information relating to the field education program.

Social Work Program Websites

For more information about the Department of Social Work, including contact information, mission statement, assessment results, and UND Land Acknowledgement Statement, visit the [Department of Social Work website](#).

For more information about our Field Education Program, including contact information for the Director of Field Education, visit the [Field Education website](#).

For more information about our Bachelor of Science in Social Work (BSSW) Program, including contact information for the Program Director, curriculum information, mission statement and goals, please visit the [BSSW Program website](#).

For more information about our Master of Social Work (MSW) Program, including contact information for the Program Director, curriculum information, mission statement and goals, please visit the [MSW Program website](#).

Field Education Overview

Field education is the capstone and signature pedagogy of social work education, and provides an exciting opportunity to integrate the knowledge, skills, and values students have learned in the classroom into social work practice, at the generalist and advanced generalist levels.

As an educational course, field education is designed for students to achieve [social work competencies](#). These involve a set of expectations about the types of knowledge students will demonstrate, the skills and behaviors they will exhibit, and the nature of values they will reveal. These objectives are expected to form the foundation of the field experiences of all social work students at UND.

Department of Social Work

Field education emphasizes the student's ability to apply theoretical concepts and knowledge to practice situations. Field education is distinct from job training, volunteer experience, or apprenticeship because it is designed to provide a broad, integrated education, i.e., the ability to know why a specific professional response to a situation is chosen from a variety of competing responses.

The student will be placed in an agency setting, which supports and provides the necessary learning opportunities for the development of a generalist social work perspective. The structured learning activities of the placement will involve social work practice at various levels of intervention: individual, family, group, organization, and community. The amount of time the student is involved in the various levels will vary dependent upon the nature of the agency where they are placed. There is a clear expectation that meaningful learning assignments will occur at all the various levels of social work practice. These learning assignments should be compatible with and allow for the development and integration of knowledge, skills, and values of generalist social work practice with emphasis on the factors unique to the regional rural environment. At the conclusion of their field education, students are expected to have achieved competency in the behaviors that demonstrate mastery of the social work competencies.

Social Work Competencies

The University of North Dakota's Social Work Program is accredited by the Commission on Accreditation (COA) of the Council on Social Work Education (CSWE). CSWE's COA utilizes Educational Policy and Accreditation Standards (EPAS) for its accreditation process and review. CSWE has adopted a competency-based education framework for its EPAS and includes nine competencies. These competencies and behaviors were updated in 2022 and are listed and described in this section and may be found on the [CSWE website](#).

Competency 1: Demonstrate Ethical and Professional Behavior

Social workers understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities. Social workers understand that ethics

Department of Social Work

are informed by principles of human rights and apply them toward realizing social, racial, economic, and environmental justice in their practice. Social workers understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas. Social workers recognize and manage personal values and the distinction between personal and professional values. Social workers understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior. Social workers take measures to care for themselves professionally and personally, understanding that self-care is paramount for competent and ethical social work practice. Social workers use rights-based, antiracist, and anti-oppressive lenses to understand and critique the profession's history, mission, roles, and responsibilities and recognize historical and current contexts of oppression in shaping institutions and social work. Social workers understand the role of other professionals when engaged in interprofessional practice. Social workers recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice. Social workers understand digital technology and the ethical use of technology in social work practice.

Social workers:

- a. make ethical decisions by applying the standards of the National Association of Social Workers Code of Ethics, relevant laws and regulations, models for ethical decision making, ethical conduct of research, and additional codes of ethics within the profession as appropriate to the context;
- b. demonstrate professional behavior; appearance; and oral, written, and electronic communication;
- c. use technology ethically and appropriately to facilitate practice outcomes; and
- d. use supervision and consultation to guide professional judgment and behavior.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Social workers understand that every person regardless of position in society has fundamental human rights. Social workers are knowledgeable about the global

Department of Social Work

intersecting and ongoing injustices throughout history that result in oppression and racism, including social work's role and response. Social workers critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all. Social workers advocate for and engage in strategies to eliminate oppressive structural barriers to ensure that social resources, rights, and responsibilities are distributed equitably and that civil, political, economic, social, and cultural human rights are protected.

Social workers:

- a. advocate for human rights at the individual, family, group, organizational, and community system levels; and
- b. engage in practices that advance human rights to promote social, racial, economic, and environmental justice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Social workers understand how racism and oppression shape human experiences and how these two constructs influence practice at the individual, family, group, organizational, and community levels and in policy and research. Social workers understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice. Social workers understand how diversity and intersectionality shape human experiences and identity development and affect equity and inclusion. The dimensions of diversity are understood as the intersectionality of factors including but not limited to age, caste, class, color, culture, disability and ability, ethnicity, gender, gender identity and expression, generational status, immigration status, legal status, marital status, political ideology, race, nationality, religion and spirituality, sex, sexual orientation, and tribal sovereign status. Social workers understand that this intersectionality means that a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege and power. Social workers understand the societal and historical roots of social and racial injustices and the forms and mechanisms of

Department of Social Work

oppression and discrimination. Social workers understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.

Social workers:

- a. demonstrate anti-racist and anti-oppressive social work practice at the individual, family, group, organizational, community, research, and policy levels; and
- b. demonstrate cultural humility by applying critical reflection, self-awareness, and self-regulation to manage the influence of bias, power, privilege, and values in working with clients and constituencies, acknowledging them as experts of their own lived experiences.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Social workers use ethical, culturally informed, anti-racist, and anti-oppressive approaches in conducting research and building knowledge. Social workers use research to inform their practice decision making and articulate how their practice experience informs research and evaluation decisions. Social workers critically evaluate and critique current, empirically sound research to inform decisions pertaining to practice, policy, and programs. Social workers understand the inherent bias in research and evaluate design, analysis, and interpretation using an anti-racist and anti-oppressive perspective. Social workers know how to access, critique, and synthesize the current literature to develop appropriate research questions and hypotheses. Social workers demonstrate knowledge and skills regarding qualitative and quantitative research methods and analysis, and they interpret data derived from these methods. Social workers demonstrate knowledge about methods to assess reliability and validity in social work research. Social workers can articulate and share research findings in ways that are usable to a variety of clients and constituencies. Social workers understand the value of evidence derived from interprofessional and diverse research methods, approaches, and sources.

Social workers:

Department of Social Work

- a. apply research findings to inform and improve practice, policy, and programs;
and
- b. identify ethical, culturally informed, anti-racist, and anti-oppressive strategies that address inherent biases for use in quantitative and qualitative research methods to advance the purposes of social work.

Competency 5: Engage in Policy Practice

Social workers identify social policy at the local, state, federal, and global level that affects wellbeing, human rights and justice, service delivery, and access to social services. Social workers recognize the historical, social, racial, cultural, economic, organizational, environmental, and global influences that affect social policy. Social workers understand and critique the history and current structures of social policies and services and the role of policy in service delivery through rights based, anti-oppressive, and anti-racist lenses. Social workers influence policy formulation, analysis, implementation, and evaluation within their practice settings with individuals, families, groups, organizations, and communities. Social workers actively engage in and advocate for anti-racist and anti-oppressive policy practice to effect change in those settings.

Social workers:

- a. use social justice, anti-racist, and anti-oppressive lenses to assess how social welfare policies affect the delivery of and access to social services; and
- b. apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, racial, economic, and environmental justice.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities. Social workers value the importance of human relationships. Social workers understand theories of human behavior and person-in-environment and critically evaluate and apply this knowledge to facilitate

Department of Social Work

engagement with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers are self-reflective and understand how bias, power, and privilege as well as their personal values and personal experiences may affect their ability to engage effectively with diverse clients and constituencies. Social workers use the principles of interprofessional collaboration to facilitate engagement with clients, constituencies, and other professionals as appropriate.

Social workers:

- a. apply knowledge of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, to engage with clients and constituencies; and
- b. use empathy, reflection, and interpersonal skills to engage in culturally responsive practice with clients and constituencies.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Social workers understand that assessment is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in culturally responsive assessment with clients and constituencies, including individuals, families, groups, organizations, and communities. Assessment involves a collaborative process of defining presenting challenges and identifying strengths with individuals, families, groups, organizations, and communities to develop a mutually agreed-upon plan. Social workers recognize the implications of the larger practice context in the assessment process and use interprofessional collaboration in this process. Social workers are self-reflective and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.

Social workers:

- a. apply theories of human behavior and person-in-environment, as well as other culturally responsive and interprofessional conceptual frameworks, when assessing clients and constituencies; and

Department of Social Work

- b. demonstrate respect for client self-determination during the assessment process by collaborating with clients and constituencies in developing a mutually agreed-upon plan.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that intervention is an ongoing component of the dynamic and interactive process of social work practice. Social workers understand theories of human behavior, person-in-environment, and other interprofessional conceptual frameworks, and they critically evaluate and apply this knowledge in selecting culturally responsive interventions with clients and constituencies, including individuals, families, groups, organizations, and communities. Social workers understand methods of identifying, analyzing, and implementing evidence-informed interventions and participate in interprofessional collaboration to achieve client and constituency goals. Social workers facilitate effective transitions and endings.

Social workers:

- a. engage with clients and constituencies to critically choose and implement culturally responsive, evidence-informed interventions to achieve client and constituency goals; and
- b. incorporate culturally responsive methods to negotiate, mediate, and advocate with and on behalf of clients and constituencies.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Social workers understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities. Social workers evaluate processes and outcomes to increase practice, policy, and service delivery effectiveness. Social workers apply anti-racist and anti-oppressive perspectives in evaluating outcomes. Social workers understand theories of human behavior and person-in-environment, as well as interprofessional conceptual frameworks, and critically evaluate and apply this

Department of Social Work

knowledge in evaluating outcomes. Social workers use qualitative and quantitative methods for evaluating outcomes and practice effectiveness.

Social workers:

- a. select and use culturally responsive methods for evaluation of outcomes; and
- b. critically analyze outcomes and apply evaluation findings to improve practice effectiveness with individuals, families, groups, organizations, and communities.

Field Education Curriculum

Field education enhances student learning in all areas of the curriculum and allows students to develop essential skills in diverse social work roles and settings.

Students must register for both Field Instruction and Field Seminar as they are co-requisites. As these courses are co-requisites, students must successfully pass both Field Instruction and Field Seminar courses in order to successfully complete field education. If a student does not pass any one of the field courses, the entire sequence must be repeated.

Full course descriptions may be found in UND's [Undergraduate and Graduate Academic Catalog](#).

BSSW Field Education Curriculum

BSSW students completing their field education full-time (in one semester) will enroll in the following courses:

- SWK 481: Field Education I (5 credits)
- SWK 482: Field Education Seminar I (1 credit)
- SWK 483: Field Education II (5 credits)
- SWK 484: Field Education Seminar II (1 credit)

BSSW students completing their field education part-time (over two consecutive semesters) will enroll in the following courses their first semester:

- SWK 481: Field Education I (5 credits)
- SWK 482: Field Education Seminar I (1 credit)

Department of Social Work

BSSW students completing their field education part-time (over two consecutive semesters) will enroll in the following courses their second semester:

- SWK 483: Field Education II (5 credits)
- SWK 484: Field Education Seminar II (1 credit)

MSW Generalist Field Education Curriculum

MSW Generalist students completing their first field education placement will do so part-time over two consecutive semesters and will enroll in the following courses their first semester:

- SWK 515: Generalist Practice Field Education I (3 credits)
- SWK 516: Generalist Practice Field Education Seminar I (1 credit)

MSW Generalist students completing their first field education placement will do so part-time over two consecutive semesters and will enroll in the following courses their second semester:

- SWK 517: Generalist Practice Field Education II (5 credits)
- SWK 516: Generalist Practice Field Education Seminar II (1 credit)

MSW Advanced Generalist Field Education Curriculum

MSW Advanced Generalist students completing their field education full-time (in one semester) will enroll in the following courses:

- SWK 580: Advanced Generalist Field Education I (5 credits)
- SWK 581: Advanced Generalist Field Education Seminar I (1 credit)
- SWK 582: Advanced Generalist Field Education II (5 credits)
- SWK 583: Advanced Generalist Field Education Seminar II (1 credit)

MSW Advanced Generalist students completing their field education part-time (over two consecutive semesters) will enroll in the following courses their first semester:

- SWK 580: Advanced Generalist Field Education I (5 credits)
- SWK 581: Advanced Generalist Field Education Seminar I (1 credit)

Department of Social Work

MSW Advanced Generalist students completing their field education part-time (over two consecutive semesters) will enroll in the following courses their second semester:

- SWK 582: Advanced Generalist Field Education II (5 credits)
- SWK 583: Advanced Generalist Field Education Seminar II (1 credit)

Field Education Roles and Responsibilities

Field education is viewed as a shared responsibility of the student, the Department of Social Work, Director of Field Education, field faculty, faculty field liaisons, field education seminar professors, field agencies, field instructors, task supervisors, and students. Each of the components contributes to the process of establishing and maintaining opportunities for field learning.

Field Education Student

Students engage in ethical practice and act with integrity in professional settings.

Students are expected to:

- Practice within the values and ethics of the social work profession and as outlined in the NASW Code of Ethics.
- Take responsibility for learning (designation of learning needs and goals, develop a learning plan, follow through on field assignments, and participation in the supervisory process with the field instructor and faculty field liaison).
- Respond constructively to evaluations of performance.
- Notify the agency in the event of unavoidable absences.
- Arrange to make-up for any excused absences.
- Attend and participate at field education seminars.
- Adhere to the policies of the agency.
- Complete the required hours in accordance with the university academic calendar and the agency requirements.
- Initiate the scheduling of supervisory conferences with the field instructor.
- Initiate the scheduling of meeting with the faculty field liaison and field instructor.
- Contact the faculty field liaison in the event of any difficulties as needed.

Department of Social Work

- Assure completion of midterm and final evaluations and other evaluations in a timely manner.
- Complete all requirements prior to the discontinuation of field education.

Department of Social Work

The UND Department of Social Work agrees to support field education that serves as the capstone experience for social work students, and that integrates all social work required coursework into the practice experience. The Department of Social Work, through the Chair, provides coordination of field education, field education seminar professors, assignment of faculty field Liaisons, access to qualified placement agencies and field instructors.

The UND Department of Social Work will:

- Provide prospective field instructors/task supervisors with access to required applications in order to apply for approval as field instructors/task supervisors.
- Assign a faculty field liaison to meet with the student and field instructor/task supervisor at least once during students' field education.
- Be readily available by telephone to assist field instructors/task supervisors in addressing performance issues that occur during students' field education.
- Provide new field instructors/task supervisors with an orientation to field education.
- Provide field instructors/task supervisors with ongoing training related to field education and field supervision of students.
- Provide field instructors/task supervisors with access to the UND Field Education manual found on the [Field Education website](#).

Director of Field Education

The Director of Field Education is responsible to recruit, approve and work with agencies interested and willing to supervise students. The Director of Field Education provides agencies with an orientation to field education, shares information about the curriculum, and organizes workshops to enhance the supervisory knowledge and skills of field instructors. The Director of Field Education oversees the functioning of the

Department of Social Work

faculty field liaisons and field education seminar professors. The Director of Field Education also provides assistance to students, field instructors, faculty field liaisons and field education seminar professors whenever needed.

Field Placement Coordinator

Coordinates students' field education placement at least one semester before their field education begins. This faculty member works with students to facilitate the application process, assess readiness and explore options for student field education agencies. The placement coordinator will share information about prospective field students with field instructors and facilitate the initial interview.

Field Placement Assistant

Assists students and faculty with field education placements. The placement assistant will initiate the affiliation agreements between UND and field education agencies and grant access to the electronic field education tracking system.

Faculty Field Liaison

Faculty field liaisons work with students to meet their learning objectives and program's requirements. The faculty field liaison is the person assigned as the university contact for the student and field instructor when a student is completing their field education.

The faculty field liaison assists the student by:

- Acting as an advisor about field experiences, including development and approval of the student learning plan.
- Acting as a teacher by serving as a role model and assisting the student to develop ways of integrating school and field learning.
- Acting as a mediator by assisting in the resolution of problems between field instructors and students.
- Acting as an advocate by advocating for students as needed.

The faculty field liaison's responsibilities are as follows:

Department of Social Work

- Review students' learning plans and field education agreements in the field education tracking system. Ensure each of the field tasks are observable and are appropriately related to each competency and behavior. Verify that the student and their field instructor/task supervisor have signed the completed learning plan.
- Meet with each student, along with their field instructor and/or task supervisor at least once during their field education.
- Review students' time logs in the field education tracking system. Ensure students have logged their time and are on track to meet the minimum time requirements. Ensure the field instructor and/or task supervisor have approved their hours in the field education tracking system. Ensure students are meeting with their field instructor for supervision on a regular basis and are meeting the minimum requirements.
- Review students' midterm and final evaluations in the field education tracking system.
- Assign the academic grade for the field education course based upon consultation with the field instructor, evaluation of field assignments, and review of the mid-term and final student evaluations. This is to be done in Campus Connection by the date established by the university and listed in the academic calendars.

Field Education Seminar Professor

The field education seminar professor teaches field education seminar courses, which are co-requisites for field education. This professor is responsible for conducting the scheduled field education seminars for students enrolled in field education. These seminars are designed to facilitate the integration of classroom instruction with practice, help the student process concerns and/or needs relative to the field education experience, and provide feedback to students regarding ideas, information and assignments shared in the field education seminar sessions. The field education seminar professor will evaluate and share with the Director of Field Education both the students' abilities to articulate the integration of theory and practice and any special concerns students might have about their field education experience. The field education seminar professor assigns a grade for the seminar course.

Department of Social Work

Field Education Agency

The field education agency is expected to allow the field instructor sufficient time for field education responsibilities:

- Devote one to two hours per week for supervision.
- Make available learning tasks for the student which will meet their educational needs.
- Make available suitable space and working facilities for the student, consistent with what is considered necessary for the proper functioning of any staff member.
- Provide transportation or to reimburse for travel expenses incurred in the course of carrying out agency responsibilities.

Field Instructor/Supervisor

The field instructor/supervisor is the social worker who is primarily responsible for the instruction and supervision of the student during field education. Although other staff members at the agency may assume responsibility for specific learning tasks or serve in a task supervisor role, the field instructor is responsible for overseeing the student's social work educational supervision.

BSSW field instructors must have graduated from an accredited social work program with a bachelor's or master's degree in social work and have at least two years of professional social work practice. MSW field instructors must have graduated from an accredited social work program with a master's degree in social work and have at least two years of professional social work practice.

The field instructor's responsibilities are as follows:

- Provide the necessary time to supervise students and assure an educational focus to the student's learning process. Schedule a minimum of one hour per week (every other week for part-time students). Meet a minimum of 10 hours with BSSW or MSW Generalist students and 12.50 hours with Advanced Generalist MSW students. Must be available to consult with the student, as the student deems necessary.

Department of Social Work

- Collaborate with students and faculty field liaisons in selecting learning tasks for the student which will provide an opportunity for the application of social work knowledge, values and skills.
- Verify acceptance of the learning plan by signing off on the final plan.
- Meet with UND Faculty Field Liaison at least once to discuss the student's learning plan and to discuss the student's professional development.
- Develop an orientation to the agency and community for student that includes pertinent agency policies, community resources, agency operations, safety procedures, etc.
- Assist the student in obtaining office space, phone, support services, and other agency resources so student may complete tasks in a timely manner.
- Approve students' time logs in the field education tracking system.
- Complete and submit the required midterm and final evaluations of the student's performance in a timely manner and no later than the student's last day of their field education. This is completed in the field education tracking system.
- Notify the Faculty Field Liaison of any special circumstances and special performance issues related to educational, physical, or psychological difficulties that may arise during the time of the field education.
- Affirm the student has adequately completed all necessary time and learning objectives by indicating as such on the student's final evaluation.
- Attend or review recording of field instructor training.

If a field instructor changes jobs or for any other reason will not be able to perform the role of field instructor, they need to immediately notify the Director of Field Education of the circumstances so another plan may be developed for the student.

External Field Instructor

If an agency that is otherwise appropriate cannot meet the requirement of having a field instructor available to supervise a student's field education, an external field instructor who meets the minimum requirements will be assigned. If an external field instructor is assigned, the student must have a designated on-site task supervisor.

Department of Social Work

The field education program will assure that task supervisors understand a social work perspective and can work with students to meet their learning objectives and the program's requirements. Task supervisors serving in this capacity will participate in developing the learning plan and approving students' time logs in the field education tracking system. The student's field education evaluation is conducted by the task supervisor after consultation with the field instructor.

Task Supervisor

Other agency professional staff selected to take responsibility for a student's learning objectives. A task supervisor is a professional in the field agency or community who has special expertise in an area included in the student's learning plan and with agreement of the field instructor, student, and faculty field liaison can serve to supervise the student's carrying out a specific learning task or tasks. They may or may not have a degree in social work. The task supervisor functions in this specific role and is invited to participate in periodic supervisory sessions with the field instructor to demonstrate/convey their competencies in a specific learning area. The task supervisor does not supplant or replace the supervisory relationship with the field instructor.

It is not uncommon for field instructors to assign the student to several task supervisors during field education. As a student moves through the field experience, the student may have a desire to learn more about other aspects of social work practice as a part of their personal and professional development. Any work with task supervisors is supervised by the field instructor.

Field Education Agency and Field Instructor Selection Procedure

The selection of field education agencies and field instructors is an important part of the Social Work Program's curriculum development. The Director of Field Education and/or field faculty maintain the responsibility for determining an agency's suitability for serving as a field education site and a field instructor's qualifications for providing field education. The criteria for selecting field education agencies and field instructors are in accordance with Curriculum Standards of the CSWE and the policies of the University of North Dakota (UND) Social Work Program.

Department of Social Work

Selection of Field Education Agencies

Potential field agencies are required to review and to complete an Affiliation Agreement with UND. The Affiliation Agreement requires prospective Field agencies to endorse a set of criteria in relation to the agency and in relation to the educational nature of the field education experience. The field education faculty are responsible to assess the agency's compatibility with program selection criteria and to recommend approval or disapproval to the Director of Field Education.

The criteria for the selection of field education agencies are as follows:

- The agency must provide human services or be a host agency providing a social work service component.
- The agency must provide an opportunity for students to gain social work practice experience. Students must be provided an opportunity to develop and demonstrate the required competencies and corresponding behaviors as outlined in the student's learning plan. Students should be allowed to assume responsibility for the clients they are serving.
- The agency must provide an opportunity for students to utilize the network of human services which are available in the community.
- The agency must provide an opportunity for students to gain social work practice experience with persons from diverse backgrounds.
- The agency must be willing to provide resources to students including supervision that is one-on-one for a minimum of one hour per week for full-time students and a minimum of a half hour per week for part-time students and available for consultation throughout the week. Provide office space, telephone, support services and other resources necessary for students to perform as professionals.
- The agency must be willing to permit the field instructor to interview perspective social work students to determine compatibility between the Field agency, field instructor and student.
- The agency must be willing to participate with the student in developing a learning plan while in field education and collaborate with faculty on evaluating learning strategies that will support student learning during field education.

Department of Social Work

- The agency must be willing to provide field instructor who have their BSSW/BSW or MSW degree from a CSWE accredited program with the time and other resources necessary to supervise students and to attend training sponsored by UND.
- The administration of the agency must be supportive of students completing their field education in the agency setting, recognizing that the field education experience is an educational experience and not employment.
- The agency must adhere to social work values and ethics as outlined in the NASW Code of Ethics.

Selection of Field Instructors

The role of the field instructor is fundamental to the socialization and training of social work students. Each individual in a Field agency who serves as an agency-based field instructor is required to complete the field instructor/task supervisor application.

Prospective field instructors who meet the selection criteria are approved by the Director of Field Education to serve as Field Instructors.

The criteria for the selection of field instructors are as follows:

- The field education component of the Social Work Program requires that field instructors for bachelor's level students have a BSSW/BSW or MSW degree from a CSWE accredited program and have at least two years of professional experience. Field instructors for master's levels students must have a master's degree in social work from a CSWE accredited program and have at least two years professional experience.
- Field instructors must be willing to provide the necessary time to supervise students and assure an educational focus to their learning. This means weekly scheduling of one-on-one session for a minimum of one hour per week for full-time students and a minimum of a half hour per week for part-time students and available for consultation throughout the week.
- Field instructors new to UND Social Work Field Education must participate or watch the recording of the Field Education orientation, either in person or online, designed

Department of Social Work

by the Director of Field Education. Field instructors who have completed the required training are encouraged to attend the annual training sessions.

- Field instructors must be willing to assist students in developing learning plans. Field instructors must feel comfortable collaborating with UND field faculty in designing learning strategies suited to student learning needs.
- Field instructors must be willing to completing midterm and final student evaluations of performance.

Training of Field Instructors/Task Supervisors

- Field instructors approved by the Director of Field Education, are provided with initial orientation and annual training opportunities.
- Field instructors who are new to UND's field education program are expected to attend or review the recording of field orientation sessions or participate in individual visits with the Director or Field Education and/or Field faculty.
- In accordance with field education's efforts to maintain quality field experiences, field instructors are encouraged to attend ongoing training sessions offered by the program. Annual trainings are live-streamed via Zoom and recorded. The annual training sessions focus on issues specific to field instructors' work with students. These training sessions involve topics such as, orientation to UND Social Work Program, field education, supervision and creating learning plans. These sessions are interactive and include departmental faculty and other presenters.
- Field instructors are also afforded opportunities to attend other training at no or reduced fees. Field instructors are notified by email of these trainings and of special fee reductions.

Field Education Student Application Procedures and Expectations

The process of applying for field education requires the student to participate in a pre-field orientation and to schedule a meeting with the Director of Field Education and/or field faculty to review eligibility requirements for admission to field education and to evaluate student's readiness for field education. The Director of Field Education and/or field faculty will work with students to facilitate the application process, assess readiness

Department of Social Work

and explore options for student field education sites. The Director of Field Education and/or field faculty will share information about prospective field students with the field instructors and facilitate the initial interview.

Criteria for Admission to Field Education

Students are eligible for admission into field education in advance of entry into Field, for the purposes of planning the agency match.

To be eligible for admission to field education, a BSSW student must have:

- Completed all required social work courses prior to entering field education.
- An overall GPA of 2.75 or better.
- A 2.75 GPA or better in all social work courses.
- Passed a criminal background check.
- Agree to abide by the NASW Code of Ethics.

To be eligible for admission to field education, an MSW student must have:

- Completed all required social work courses prior to entering field education.
- An overall GPA of 3.0 or better.
- A 3.0 GPA or better in all social work courses.
- Passed a criminal background check.
- Agree to abide by the NASW Code of Ethics.
- The Director of Field Education obtain a list of students from the BSSW Program Director and the MSW Program Director who have/will have completed their required social work courses prior to entering field education and have met GPA requirements. The Director of Field Education, along with the BSSW and MSW Program Directors, will evaluate students' readiness for field education. The students that meet these requirements will be invited to a pre-field orientation.

Pre-Field Orientation

Students interested in field education are required to participate in the Pre-Field Orientation. This will be scheduled by the Director of Field Education and students will

Department of Social Work

be notified of the date, time, and Zoom link via students' UND email. Students will also be provided with slides containing information reviewed during the orientation.

Pre-Field Application

After students attend the Pre-Field Orientation, a pre-field application will be sent via email to gather information such as settings and population they may be interested in, city or region in which they would prefer to complete their field education, any potential agencies they may be interested in, etc. This information will be gathered by the field education Placement Assistant and shared with the Director of Field Education. Upon reviewing the information, students will be assigned a Placement Coordinator and will be notified via their UND email.

Field Education Tracking System

The field education program utilizes an online tracking system to track all aspects of students' field education including their time logs, learning plans, and evaluations. The tracking system also contains a list of all agencies with current affiliation agreements and field instructors/task supervisors who have approved applications.

After students attend the pre-field orientation, an email will be sent to students' UND email with initial login and password information. For more information about the initial login, please visit the [Field Education website](#).

In order to activate the account, students will need to pay \$100 fee. This fee is a one-time fee that grants lifelong access to their field education data and information so students may obtain any archived information in the future without any additional cost. If a BSSW student attends UND to earn their MSW, they will not need to pay the fee a second time as their access remains valid for life. Students enrolled in the MSW Generalist program will pay the initial fee prior to their first field education placement and will not need to pay the fee for their second placement.

Department of Social Work

Resume

As part of the application process for field education, students are required to upload a current resume to their account in the [field education tracking system](#). Tutorials and tip sheets are available in the [field education tracking system](#) and instructions to locate these tip sheets may be found on the [Field Education website](#). If a student has not activated their account in the [field education tracking system](#), the student may email to the placement assistant, placement coordinator, or Director of Field Education to upload on their behalf.

Family Educational Rights and Privacy Act (FERPA) Form

The Family Educational Rights and Privacy Act form must be completed and uploaded into the student's account in the [field education tracking system](#). This completed form allows Field faculty to exchange information with potential field education agencies and field instructors. Placement coordinators are not able to connect with any potential agencies or field instructors unless this form is completed and uploaded. Tutorials and tip sheets are available in the [field education tracking system](#) and instructions to locate these tip sheets may be found on the [Field Education website](#). If a student has not activated their account in the [field education tracking system](#), the student may email to the placement assistant, placement coordinator, or Director of Field Education to upload on their behalf.

Placement Coordinator Meeting

Students will be assigned to a placement coordinator and meet with them and/or the Director of Field Education to discuss career interests, considerations during their field education, and learning needs. The placement coordinator will recommend agency matches and will reach out to potential agencies and field instructors. The placement coordinator will assist the student by:

- Working collaboratively with the student to identify the populations and settings they are interested in completing their field education.
- Determining an agency's suitability for serving as a field education site.

Department of Social Work

- Ensuring the field instructor and/task supervisor meet the requirements to provide field education and ensure an application has been completed and forwarded to the placement assistant. The placement coordinator will also provide the field instructor/task supervisor with the link to the field education manual and orientation recording.
- Ensuring an affiliation agreement between the agency and UND are in place and if a new agreement needs to be initiated, forward necessary information to the placement assistant to initiate.
- Acting as an advocate by advocating for students as needed.

Students are responsible to communicate with their placement coordinator with any updates or changes to their field education. Examples may include:

- Discuss with field placement coordinator any circumstances that may be important when seeking potential agencies.
- Discuss any potential schedule concerns that may impact field education.
- Inform placement coordinator if they have an interview scheduled with a prospective agency.
- Inform placement coordinator if a field education placement offer has been extended to them.
- Inform placement coordinator if a potential field education placement has fallen through.

Students are encouraged to be actively involved in the assessment of their learning needs. A major part of this involvement is the student's self-assessment of the type of field education experience desired and the nature of supervision desired while in their field education. To facilitate this assessment, students are encouraged to express preferences for types of agencies and desired experiences and to express limitations regarding geographic location during the meeting with their placement coordinator and/or Director of Field Education. Although the field faculty are responsible for matching students with field education agencies, student preferences are strongly considered.

Department of Social Work

The field education program maintains current affiliation agreements with a large number of agencies in the region and across the country. Students have access to information about these agencies, as well as potential field instructors/task supervisors, in the field education tracking system. Information is available on the agency's setting type, populations served, location(s), and website.

Students may be interested in completing their field education at an agency that does not currently have a signed affiliation agreement with the field education program. In this case students need to discuss with their placement coordinator. Before a student will be placed in any agency, an affiliation agreement and an approved application from a field instructor needs to be completed.

Field Education Agency Interview(s)

Placement coordinators will connect with potential field education agencies, field instructors/task supervisors to determine if they are willing and able to host a student's field education. If the agency is willing to consider hosting a student's field education, the placement coordinator will forward the student's resume to the agency for their review. The placement coordinator will inform the student that their resume has been forwarded and the prospective agency may contact the student to set up an interview.

The purpose of the interview is to establish the compatibility of the student, the student's interests, the field instructor, and the field agency. The student and the field instructor mutually explore interests, course objectives, learning opportunities, personal and professional interests, and limitations in order to assess the mutuality of their needs and interests.

Following the interview, the student will contact their placement coordinator and/or Director of Field Education to report on the acceptability of the site. The field instructor also contacts the placement coordinator and/or Director of Field Education to report on the acceptability of the student. Upon discovery of mutual acceptability, the placement coordinator and/or Director of Field Education will notify the student and the field instructor of the mutual acceptance.

Department of Social Work

The student or agency will notify the placement coordinator and/or Director of Field Education if the student has not been selected to complete their field education at the agency. In a situation where the mutuality of the student and the field instructor/field agency is not obtained, the placement coordinator and/or Director of Field Education will meet with the student to discuss the reasons for the decision and to explore an alternate field education agency and/or field instructor.

Careful steps are taken to assure a good match between the student and the recommended Field agency. Students may not reject a field education agency prior to interviewing with an agency. If unforeseen circumstances arise, the student may appeal this policy with the Director of Field Education. If the student rejects the first field education agency after the interview, the student must submit a written rationale for rejecting the agency and submit a written request for a second option. If the student rejects the second option, the field education program is not required to place the student in the same semester.

Field Education at Current Employer

Students who are interested in completing their field education at an agency where they are currently employed are required to complete the “Request for Field Education at Agency Employed” form. This form is available in the field education tracking system under “Program Documents/Templates”. Students are to email the completed form to the Director of Field Education who will review the request and determine if it is in the student’s best interest to allow for them to complete their field education at their place of employment. The student will be notified if the request is approved or denied via their UND email. The Director of Field Education will upload the signed form into the student’s account in the field education tracking system.

The Request for Field Education at Agency Employed form includes areas for the student to explain their current role and how their field education will differ from their paid work. Students will also indicate who may supervise their field education, who must be a social worker who is not currently in a supervisory role with the student. The

Department of Social Work

student will also address how their time in field education will be protected and separated from their work time.

Background Check

Due to the requirements of the Social Work profession, the State of North Dakota and many agencies, all field education applicants must submit to and satisfactorily complete a background check. Passing the background check is required for admission into the Field Education program.

Background checks must be completed within six months of a student starting their field education.

The field education program has designated a vendor to conduct background checks. For more information and instructions for completing the background check please visit the [Field Education website](#). Students are responsible for background check fees which are \$45 for US residents and \$35 for Canadian residents. Once completed, students will receive an email noting it is complete and will request the student release to the Director of Field Education. Once it has been released by the student in the system, the Director of Field Education will review the results and notify the student of any issues of concern.

Background checks completed outside of the designated vendor may be accepted if:

- The background check was completed six months prior to the start of the student's Field Education and the agency is able to release to the Director of Field Education for review.
- The background check was done as part of applying for licensure with the state of ND.
- The check was done using a process that involved submitting the student's fingerprints as part of the background check.

Students have the right to review the background information for accuracy and completeness and to request that the vendor verify the background information is correct. Before making a final determination that would adversely affect the applicant or student, the Director of Field Education will inform students of their rights and how to

Department of Social Work

contact the vendor to challenge the accuracy of the report. Background check reports are confidential, may only be reviewed by university officials and affiliated agencies, and will be maintained in a separate file from the student's academic record.

Course Registration

According to UND's course registration date and times noted on the academic calendar, students will register for the appropriate courses as listed under field education curriculum.

Pre-Field Timeline and Deadlines

The process of placing students in field education involves multiple tasks and can take several months to complete. Therefore, students must meet the following deadlines to be considered for field placement starting in the semester they intend. Failure to do so may result in the delay the start of a student's field education by a semester.

- Pre-Field Orientation – student must have attended or watched the recording a minimum of 90 days prior to the start of their field education.
- Pre-Field Application – must be completed by the deadline included in the email from the Placement Assistant. If not completed by the deadline, students must email their responses directly to the Placement Assistant and the Director of Field Education within 90 days prior to the start of their field education.
- Family Educational Rights and Privacy Act - must be completed no later than 90 days prior to the start of field education.
- Resume – must be completed no later than 90 days prior to the start of field education.
- Meeting with Placement Coordinator – students must meet with their Placement Coordinator no later than 90 days prior to the start of field education.
- Field education tracking system – must be activated by the first day of students' field education.
- Background check – must be completed no later than the week before students start their field education.

Department of Social Work

- Course registration – must be completed according to the university's deadlines noted in the academic calendar.

Requirements and Expectations During Field Education

Field education is the opportunity for students to integrate classroom knowledge into real-work practice. Students are placed in an agency setting that offers the support and learning experiences to develop and apply their knowledge. Students will engage in social work practice with individuals, families, groups, organizations, and communities. Students are expected to complete meaningful assignments across all levels that address the social work competencies.

Start and End Dates of Field Education

Students begin their field education on the first day of the semester according to UND's academic calendar. Students may begin their field education one week prior to the start of the semester and this must be communicated with their faculty field liaison.

Students will end their field education on the Friday of the last week of classes for the semester according to UND's academic calendar. Students may extend their field education into the semester's finals week according to UND's academic calendar and if they do so, this must be communicated with their faculty field liaison.

If UND hasn't posted a specific semester's academic calendar yet, please visit the North Dakota University System's academic calendar website.

Field Education Time Requirements and Time Logs

Time logs are to be completed on a daily basis in the field education tracking system. All hours must be logged within 30 days. If students need to edit hours beyond the 30-day window, a one-time exception may be made and the student is to contact the field placement coordinator to open the window to edit. Tutorials and tip sheets are available in the field education tracking system and instructions to locate these tip sheets may be found on the Field Education website.

Minimum time requirements are as follows:

Department of Social Work

- BSSW students must complete a minimum of 400 hours.
- MSW Generalist students must complete a minimum of 400 hours.
- MSW Advanced Generalist students must complete a minimum of 400 hours.

Time that may be counted for field education includes:

- Time spent at the field education agency that is specifically related to the tasks identified on the student's learning plan. This includes the time necessary to complete an orientation to the agency (maximum of 40 hours).
- Travel time on behalf of the agency.
- Time spent in attendance at external workshops and seminars that are specifically related to the student's learning plan and endorsed by the field instructor.
- Field education seminar assignments may be completed during field education time only if the seminar assignment is a part of the student's learning plan and approved by the field instructor.

Time that does not count toward field education includes:

- The Department of Social Work does not grant social work course credit for life experience or previous work experience.
- Time spent in the field education seminars, which are separate courses from field education.
- Time spent researching information for the student's field education seminar assignments that are not directly related to the student's learning plan and not approved by the student's field instructor.
- Completing seminar papers, assignments, or working on independent research does not count as field education time unless directly related to student's learning plan and approved by field instructor.
- Time spent researching information for the student's independent study project that is not directly related to the student's learning plan and not approved by the student's field instructor.

Department of Social Work

- Travel time to and from field education agency.
- Time spent away from the field agency due to illness, holidays, vacations, and non-work-related situations.
- Time spent attending pre-field orientation.
- Time spent on other personal, department, or university tasks such as applying for graduation, applying for licensure, applying for employment, other course assignments, etc.

Field Education Supervision Requirements

Supervision is to be documented on a student's time log in the [field education tracking system](#). Tutorials and tip sheets are available in the [field education tracking system](#) and instructions to locate these tip sheets may be found on the [Field Education website](#).

Minimum requirements are as follows:

- BSSW students must meet with their social work field instructor a minimum of 10 hours.
- MSW Generalist students must meet with their social work field instructor a minimum of 10 hours.
- MSW Advanced Generalist students must meet with their social work field instructor a minimum of 12.5 hours.

It is recommended that students schedule weekly supervision meetings with their field instructors to ensure they meet the minimum requirements.

Student Learning Plan

To help guide students' field education, students will develop a learning plan that consists of activities, assignments, and experiences that are designed to connect the social work knowledge, values, and skills to practice to client systems. The learning plan document may be found in the [field education tracking system](#) located under "Program

Department of Social Work

Documents/Templates”. The document may also be found in students’ Field Education Seminar course’s [Blackboard](#) site.

The learning plan is a tool for students to use to identify specific behaviors that demonstrate the core social work competencies, and then evaluate outcomes. An individualized learning plan provides a guideline for an intentional field education experience. The learning plan defines tasks that will demonstrate behaviors that the student will carry out in the field education agency. The learning plan will meet [social work competencies](#). The learning plan also provides the student with structure to make more productive use of field education time.

In a collaborative field education experience, the field instructor and the student need to have a shared idea of how they will meet the [social work competencies](#) by identifying observable and specific activities on the student’s learning plan. The field instructor will provide input and direction based on their social work practice experience and knowledge of the opportunities available within the agency. Because each student is unique in terms of learning styles, interests and needs, each agency provides varying opportunities for student learning and the specific tasks associated with learning plans need to be tailored by the student and the field instructor. It is expected that the learning plan will include at least one opportunity for the student in each of the [social work competencies](#).

After the student has populated the learning plan with specific and observable tasks during field education, the student, along with the field instructor/task supervisor, will sign the document before it is uploaded into the [field education tracking system](#).

Tutorials and tip sheets are available in the [field education tracking system](#) and instructions to locate these tip sheets may be found on the [Field Education website](#).

This document is to be completed and uploaded within the first two weeks of the start of student’s field education. If a student is in need of an extension, they must communicate with their assigned faculty field liaison. Faculty field liaisons will review the completed learning plans to ensure consistency with the competencies and curriculum for field education.

Department of Social Work

The learning plan provides an overarching framework that directs the actions of the student and field instructor. Together, over the field education experience, the student and the field instructor meet during regularly scheduled sessions to evaluate the student's progress or problems in achieving competency of the outlined behaviors. As with any rational method of projecting future activities, the learning plan and associated tasks are subject to revision.

Faculty Field Liaison Meeting

Students' assigned faculty field liaison will meet with students and their on-site field instructor and/or task supervisor at least one time during students' field education. This meeting will be scheduled within six weeks of the start of the semester. This meeting will be held via video conferencing.

The purpose of this meeting is to discuss the student's professional development and review the learning plan. It is also important for the student and field instructor to know how to contact the faculty field liaison with any questions or concerns.

Midterm and Final Evaluations

The evaluation process is a critical part of the Field Education. Student performance in field education is completed by the student completing a self-evaluation and the student evaluated by their field instructor. Both survey instruments are designed to evaluate student competence in working with individuals, families, groups, organizations, and communities. In addition, students are evaluated on their progress toward demonstrating the mastery of the social work competencies.

The evaluation is to be completed in the field education tracking system using the Evaluation and Survey Instrument (EASI) system. Tutorials and tip sheets are available in the field education tracking system and instructions to locate these tip sheets may be found on the Field Education website.

The student will be asked to self-evaluate their performance, both at the midpoint of their field education and at the end. This is an opportunity for self-reflection and evaluation of progress in the field placement. Students will review it with their field instructor at

Department of Social Work

midterm and at the end of their field education. The field instructor is also asked to evaluate the student's performance, both at the midpoint of their field education and at the end. It is the student's responsibility to schedule the midterm and final evaluations with the field instructor and ensure the evaluations are completed in the EASI system in the [field education tracking system](#). Please see UND's [academic calendar](#) for semester-specific dates.

When completing both survey instruments, it is important to remain mindful that the basis of the benchmark is a new graduate with no practice experience. As such, students will typically score lower at the beginning of their field education and should demonstrate improvement over the course of the field education. The [social work competencies](#) and behaviors are rated using the following scale:

- 0 = no knowledge: the student has no knowledge at all
- 1 = knows: the student knows what is required to carry out professional functions
- 2 = knows how: student has accumulated knowledge and is able to verbally describe the process
- 3 = shows how: student demonstrates the "know how" with support and/or supervision
- 4 = does: student can demonstrate the behavior independently

The desired benchmark for the first half of student's field education is 2.0. The desired benchmark for the second half of student's field education is 3.0. For students who do not demonstrate the designated benchmark in any behavior, please indicate in the comments, specific plans to support the student's need for development in that area. Students whose cumulative scores on their final evaluation are below 2.0, will not receive a passing grade for field education.

Performance Issues

Social work students are expected to conduct themselves in accordance with the [NASW Code of Ethics](#). Due to the many stakeholders involved in field education, it is imperative that all involved parties are proactive in identifying and responding to issues that arise in a timely manner. When an issue occurs, it is critical that the student, field

Department of Social Work

instructor, faculty liaison, and Director of Field Education work together to effectively resolve it.

It is not uncommon for students to experience difficulties in carrying out the responsibilities and assignments related to their field education. A certain amount of stress and/or anxiety is to be expected if students are sufficiently challenged and stretched in their personal and professional growth. This will happen because it is common for students to encounter a certain number of human needs and problems, which activate their own personal struggles. Other situations will demand skills and intervention responses, which make them uncomfortable or create internal conflicts. Still other situations will require knowledge and skills, which are not yet a part of the students' abilities or capacities. With support and guidance students weather these situations and become more self-aware, knowledgeable, and skilled in social work practice.

If a student's challenges or issues during field education are significant enough that they pose a risk to the student's ability to meet obligations to clients, a risk to the agency's reputation, and/or a risk to the health of the student, the field instructor, together with the faculty field liaison, has a responsibility to intervene in order to address the particular issue. If the issue is identified early and can be dealt with by planning, flexibility, and accommodations, the student may be able to adequately cope to the extent they are able to meet the obligations of clients and perform at an expected level of performance.

If a student's issues are such that accommodations and flexibility will not adequately address the concern, perhaps the student's field education may be terminated at the request of the agency, field instructor, faculty field liaison, or student. The policy relating to premature termination of field education should be followed in this situation. When and under what conditions the student may apply and be readmitted to field education will be based upon the findings and recommendations of the Director of Field Education and field faculty and these recommendations will be shared with the student.

If a student demonstrates substandard performance and/or unethical behaviors during field education, a developmental plan and/or disciplinary action(s) will be implemented to ensure protection of client systems, professional and ethical behaviors, and/or to

Department of Social Work

correct substandard performance or other behavioral issues that occur in the field education. Failure to meet generally accepted standards of professional conduct, personal integrity and emotional stability requisite for professional social work practice as outlined in the NASW Code of Ethics; substandard performance in field; and/or serious or repeated violations of policy (social work program, field program, University, and/field agency) are grounds for termination from the field education agency, field education program, and/or the social work program.

Field Education Seminar

Field Education Seminar is a course that is a co-requisite to Field Instruction. The professor for your seminar course will post specific assignments and associated due dates on the course's Blackboard site. The course's syllabus will list the specific dates and times the synchronous course is scheduled to meet.

Premature Termination of Field Education

At times, a student enrolled in Field Education may not be able to complete their field education experience for a number of reasons. A student's field education may have to be interrupted or terminated for the following reasons:

- Field instructor or agency refuses to continuing offering supervision to the student.
- The student decides not to continue with their field education.
- The faculty field liaison determines the student should no longer continue in their field education placement.

Procedures for handling premature termination of field education when the field instructor or agency desires to terminate:

- The field instructor must first give notification to and discuss the concerns with the faculty field liaison before notifying student. It is expected that a field instructor will contact the faculty field liaison early on in the field education experience if they believe there may be problems with student performance. It is expected that ongoing field supervision involve interventions with students. Attempts will be made by the

Department of Social Work

faculty field liaison to mediate any concerns between the student and the field instructor.

- The faculty field liaison and field instructor will meet with the student to directly discuss concerns and seek to work with the student to resolve the difficulties and explain reasons why termination is being considered.
- The faculty field liaison will apprise the Director of Field Education of the concerns to identify potential patterns and issues related to the student. Documentation of dates and content of meetings with student will be recorded in student's record in the field education tracking system.
- If the resolution of the issue is the termination of field education for the student, then the field instructor and the student will develop a plan to determine how termination will be handled with clients whom the student has been serving.
- If the field instructor chooses to terminate supervision without discussing the issues with the student or faculty field liaison, the field instructor must present detailed reasons for termination in writing to the student and the faculty field liaison. In this situation, the faculty field liaison will involve the Director of Field Education and the agency administrator in a discussion to evaluate the concerns about the student's field education.
- In the event that the reason for termination is unrelated to the student's performance during field education, every reasonable attempt will be made by the Director of Field Education and/or field faculty to place the student in another agency during the course of that same semester. The agency should adhere to the Affiliation Agreement guidelines regarding termination of student from field education.

Procedures for handling premature termination of field education when the field student terminates:

- The student will provide written notification to the field instructor and faculty field liaison containing detailed reasons for termination.
- The student and the field instructor will develop a plan to arrange for the student to terminate client services.

Department of Social Work

- The student will meet with the Director of Field Education to discuss a future course of action.
- The Field Education Program is not obligated to seek an alternative field education site during the same semester if the student's field education is terminated by the student.

Procedures for handling premature termination of field education when the faculty field liaison terminates:

- The faculty field liaison will meet with the student to directly discuss concerns and seek to work to resolve difficulties.
- If the difficulties are not resolved, the field instructor, faculty field liaison, and Director of Field Education will conduct a review of the student. Input will be secured from the student in this information gathering process. The Director of Field Education will determine the nature of the concern and gather sufficient information to develop a plan to address that concern, if one is needed. No further action may be required, or the student may be asked, in writing, to modify their behavior and/or seek appropriate support or resources. This process is designed to assist students in dealing with identified concerns that have an impact on their performance. The Director of Field Education will assess the nature of these concerns and maintain documentation and, in consultation with the Department Chair, if needed, determine if a more comprehensive review is required or recommended.
- A comprehensive review is indicated when concerns have not been resolved in prior reviews or when issues related to a student not meeting the criteria for academic performance (often involving professional or ethical behaviors). The level of review may also occur when problematic patterns are identified with students or when the issues are serious enough to require formal consultation with other faculty and the student is being considered for withdrawal or discontinuation in the program. In most instances, this level of review is sufficient to deal with student performance and is the last decision-making step in the review process.
- At the comprehensive level of review, the Director of Field Education, the student's advisor and the Program Director will convene a meeting with the appropriate faculty

Department of Social Work

and the student, to gather information, determine the nature of the problem (if one is confirmed to exist), and identify alternatives for its remediation. Appropriate faculty to be involved in this level of review will include, but are not limited to, those who have direct knowledge of, and experience with the student. The student will be notified in writing of the concerns and meeting date, with sufficient time to prepare for and attend the meeting.

- The course of the action may include, but not limited to: the student receiving a failing grade, the student asked to drop all field education courses and wait to re-enroll at a later date once the student's personal and/or professional concerns have been addressed or resolved, the student may be placed in another agency, the student may be asked to withdraw from the social work program.
- In this comprehensive level of review, there must be clear, concise documentation of the problem areas as well as verification that these concerns have been discussed with the student and attempted to be ameliorated, when appropriate. Students must be notified of the decision in writing within ten calendar days of the review. It is the responsibility of the Director of Field Education or faculty advisor to communicate the decision to the student.
- The faculty field liaison must give notification to the agency.
- The field instructor and student will develop a plan to determine how the student will terminate services with clients that the student has been serving, unless there is a need for immediate termination.
- The student has the right to appeal the decision.

Student Evaluations of Agency and Field Instructor/Task Supervisor

Near the end of the student's field education, students are asked to complete an evaluation of the field agency and field instructor/task supervisor. During the final supervision session, students should share feedback with the field instructor. The evaluation is to be completed in the field education tracking system using the Evaluation and Survey Instrument (EASI) system. Tutorials and tip sheets are available in the field education tracking system and instructions to locate these tip sheets may be found on the Field Education website.

Department of Social Work

Field Education Timeline and Deadlines

A student's field education is not considered complete and a final grade will not be posted until all requirements have been completed by the following deadlines. Failure to do so may result in the student receiving an "unsatisfactory" grade or pursuing an "incomplete" for field education.

- Time logs – students must have logged all field education hours and the field instructor/task supervisor must approve all hours no later than the last day of their field education.
- Supervision – students must have met supervision requirements no later than the last day of their field education.
- Learning plan – students must have a completed and signed learning plan uploaded in their portfolio in the field education tracking system within the first two weeks of the start of student's field education.
- Midterm and final evaluations – students and field instructors must have completed a midterm evaluation completed by the midpoint of their field education and a final evaluation no later than student's last day of their field education.
- Field education seminar – all assignments must be completed by the due dates as determined by the seminar professor.
- Evaluation of agency and field instructor/task supervisor – must be completed no later than student's last day of their field education.

Field Education Policies and Procedures

The following selection of policies includes University and Social Work Program policies that are directly related to field education. For more information, visit UND's Community Standards and Care Network or the Social Work Program policies found in the BSSW Student Handbook or the MSW Student Handbook.

Policy on Sharing Personal Information

The student is expected to share any information that is relevant to a field education agency. Information is relevant to a field education agency if it relates to practice,

Department of Social Work

relates to the knowledge, values, and skills of the profession, impacts the ability to succeed in field education, or impacts the ability to protect clients. Examples of relevant student information to be shared include the following examples: if the student desires to be placed at an agency that serves people experiencing violence and the student or a member of the student's family has been a victim of physical or sexual abuse, the student should probably share this information; if the student or a member of the student's family received services from child welfare and the student desires to do their field education at an agency providing child welfare services, the student should probably share this information; if the student has an illness or disability that will or may affect the performance of the student's field education responsibilities, the student should probably share this information; and if the student has received mental health treatment, substance use treatment, has been convicted of a crime, has a chronic illness, has had performance problems in class, previous field education experience, or previous employment, the student should probably share this information.

Sharing of information is meant for the sole purpose of serving the student best with regard to their educational, experiential, supervisory, ethical, and professional needs. Information shared with field faculty and/or Director of Field Education as well as all-relevant personal student information may be shared with faculty field liaisons and/or field instructors. Information will be shared if it will enable appropriate field education, provide informed choices by field instructors, protect clients, protect students, and facilitate the learning process. Students who believe personal information may be or has been misused can present their concerns to the Director of Field Education and/or field faculty for assessment and recommendations. If the matter cannot be resolved at this level, the student may appeal the recommendations of the Director of Field Education and/or field faculty through the appropriate channels.

Student Safety in Field Education

The following safety policies and procedures regarding students in field education have been created in recognition of the fact that physical vulnerability of professional social workers and potential volatile situations in the lives of clients are current realities. Issues of safety are relevant in all communities and settings.

Department of Social Work

- The Social Work program is responsible for providing all students and Field Liaisons with information about safety in the field education agency.
- Faculty will address safety issues as they relate to the content of lectures and discussions in the classroom.
- Each agency is responsible for orienting students to the safety policies and procedures in that field education agency. Such orientation should include but is not limited to: discussion of safety issues in the community, including students conducting home visits, etc.; discussion of safety issues within the agency building(s); and safety issues with particular clients exhibiting high risk behavior and/or prone to violent behavior. Security of personal belongings should also be covered. Procedures for the student to follow in the event of a safety or security problem should be reviewed in detail.
- Students should not be forced to engage in assignments in which they feel physically at risk. The agency needs to make the same accommodations to ensure students' safety as they make for staff. If a student's concerns about safety begin to interfere with the learning process, the field instructor should explore these issues with the student immediately and the Field Liaison should be contacted to facilitate exploration of the concerns.
- As a requirement the field education seminar course, students are assigned to complete a Safety Assessment of their agency with their field instructor and/or task supervisor. This prompts the agency to orient the students to safety protocols of the agency and informs students of various potential safety issues. Safety measures will be discussed in student field seminars and followed up in discussions with the students' field instructor and field liaison.
- If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person or agency director will contact the Field Liaison and the Director of Field Education immediately to discuss what actions the agency and the department should take to ensure the student's physical and emotional well-being. The Chair will be immediately informed of the situation.
- The Field Liaison and the Director of Field Education will: document the incident and the steps taken to address it. They will also meet with the student to assess the

Department of Social Work

student's readiness to return to the field practicum and address any other issues relevant to the situation.

Personal Use of Vehicle

Students may be required to have a valid driver's license, a vehicle, or the ability to use a personal vehicle for transportation during the field education. Students should inform their placement coordinator early in the pre-field process of any limitations they may have regarding transportation. Some students may be required to accept field education placements that are out of town or out of their desired geographic radius. In other situations, the nature of the field education experience may require the student to travel across counties or cities to meet with clients and other professionals. In some situations, students may be asked to transport clients in the student's personal vehicle. Students should call their automotive insurance carrier and request verification in writing that they have or do not have liability coverage to transport clients in their vehicles during the field education experience. If students do not have coverage and choose not to purchase such coverage, they need to discuss this issue with their field instructor during the interview.

Professional Liability Insurance

The University of North Dakota provides professional liability insurance coverage for all students enrolled in field education as well as for UND faculty. Field instructors are not covered by UND and must rely on their own agency insurance or personal liability insurance. Students should be aware that professional liability insurance is available to them through the National Association of Social Workers at very reasonable rates. Students may wish to consider purchasing this coverage even though they will be covered as participants in field education.

Sexual Harassment

Consistent with federal statutes prohibiting sex discrimination in educational programs and in employment, UND prohibits sexual harassment of students, faculty, and staff.

Department of Social Work

The primary goals of this policy are to prevent sexual harassment and to stop the objectionable behavior whenever it occurs. The university will take preventative and corrective action to maintain a working and learning environment free from sexual harassment.

For the purpose of implementation of this policy, sexual harassment is defined as:

“...any attempt to coerce a person into a sexual relationship or to subject a person to unwanted sexual attention or to punish a refusal to comply with sexual demands.

Sexual harassment may consist of requests or demands for sexual favors, unwelcome physical advances, or conduct (verbal or physical) of a sexual nature that is intimidating, demeaning, hostile, or offensive or that creates an atmosphere that is perceived to be intimidating, demeaning, hostile or offensive.” Often sexual harassment involves an authority relationship in which the person who is subjected to the harassment is vulnerable with respect to enrollment or academic status. Sexual harassment may also occur when the kinds of behaviors previously mentioned interfere with the individual's work experience or the student's educational experience or where the employee or student is denied full and equal participation and opportunities. Some behavior such as a demand for sexual favors in return for a promotion or a better grade are clearly prohibited while others, such as touching or joking, constitute sexual harassment if the behavior persists despite an indication by the recipient that it is unwelcome. If this behavior occurs in an academic setting or field education setting and the professor or supervisor is aware of the harassment, they have the responsibility to ensure that such harassment is ceased. For more information, see the [UND Code of Student Life](#).

If a student feels that they have been sexually harassed by staff in a Field agency setting, the student should immediately notify the field instructor in that agency setting. Before any formal action is taken by the field instructor or the student, the Faculty Field Liaison should be notified of the concern and subsequently the Director of Field Education. If sexual harassment involves the student's field instructor, the student should immediately notify the Faculty Field Liaison of the difficulty and subsequently the Director of Field Education. If the agency has a designated individual or office to deal with sexual harassment that person or office should be notified by the student in the event a formal charge is being made. The student should examine appropriate agency

Department of Social Work

policy before filing a grievance and provide appropriate parties mentioned above with a written statement regarding the nature of the violation. This statement should be as specific as possible including date(s), time(s), and individual(s) involved. If the student made any attempt to confront this situation, this should also be included in the report.

An act constitutes sexual harassment if:

- submission to the conduct is either an explicit or implicit term or condition of beginning or continuing field education; or
- submission to or rejection of the conduct is used as a basis for evaluating the student's performance; or
- the conduct has a purpose of affecting or substantially interfering with the person's performance or creating an intimidating, hostile or offensive work-related environment.

Reporting of Sexual Violence

If you or a friend has experienced sexual violence, such as sexual assault, domestic violence, dating violence or stalking, or sex-based harassment, please contact UND's Title IX Coordinator for assistance (701.777.4171) or visit the [Title IX webpage](#).

It is important for students to understand that faculty are required to share with UND's Title IX Coordinator any incidents of sexual violence they become aware of, even if those incidents occurred in the past or are disclosed as part of a class assignment. This does not mean an investigation will occur if the student does not want that, but it does allow UND to provide resources to help the student continue to be successful at UND. If you have been the victim of sexual violence, you can find information about confidential support services on the [Title IX webpage](#).

Student Self-Care

Discussions on self-care are imbedded throughout the curriculum, but it is especially important as students begin their social work practice experience during field education. Because self-care is vital for social workers, self-care is emphasized during discussions

Department of Social Work

in the Field seminar course. Topics include, but are not limited to boundaries, breaks, exercise and nutrition, gratitude, healthy support systems, hobbies, mindfulness, etc.

Policy on Non-Discrimination

The University of North Dakota is committed to the principle of equal opportunity in education and employment. UND does not discriminate on the basis of race, color, national origin, religion, sex, age, disability, sexual orientation, gender identity, pregnancy or pregnancy-related condition, genetic information, parental status, veteran's status, political belief or affiliation or any other status protected by law.

Pursuant to Title IX of the Education Amendments of 1972, UND does not discriminate on the basis of sex in its educational programs and activities, including employment and admission. UND will promptly and equitably investigate reports of discrimination or harassment and take disciplinary action as appropriate.

Retaliation in any form against a person who reports discrimination, participates in the investigation of discrimination, or otherwise exercises any right or privilege secured by Title IX or related UND Policy is strictly prohibited and will be grounds for separate disciplinary action.

For more information on UND's policy for complaints of discrimination or harassment, visit UND's [Code of Student Life and Related Policy Notifications](#).

Accommodations in Field Education

If you need accommodations because of a disability, please make an appointment with the Director of Field Education. If you plan to request disability accommodations, you are expected to [register with the Disability Support Services](#) (DSS) office online, (180 McCannel Hall, 701.777.3425).

Student Appeal Procedure

A student may encounter difficulties during their field education related to a field education agency and/or field instructor/task supervisor, midterm or final evaluation, or

Department of Social Work

recommended grade in the course. If a conflict arises, discuss the conflict immediately with the individual with whom the conflict exists or the field instructor/task supervisor. If a satisfactory resolution is not obtained, take the matter to the next person in the chain of responsibility. If resolution still does not occur, the student may move up to the next step. The appeal procedure is as follows:

- Field instructor/task supervisor
- Faculty field liaison
- Director of Field Education
- Department of Social Work Chair

In the event resolution cannot be reached through the informal process internal to the Social Work Department, a student may utilize the formal grievance process through UND's Code of Student Life.